

**THE INFLUENCE OF USING VIDEO TOWARDS STUDENTS' ABILITY
IN WRITING ANALYTICAL EXPOSITION TEXT OF THE ELEVENTH
GRADE OF SMA MUHAMMADIYAH 2 BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF 2019/2020**

A Thesis

Submitted as a Partial Fulfilment of the Requirements for S1 Degree

By :

**Dyah Puji Lestari
NPM. 1511040368**

Study Program: English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2020**

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**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2020**

ABSTRACT

THE INFLUENCE OF USING VIDEO TOWARDS STUDENTS' ABILITY IN WRITING ANALYTICAL EXPOSITION TEXT OF THE ELEVENTH GRADE OF SMA MUHAMMADIYAH 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020

By

Dyah Puji Lestari

The objective of the present research was to know the influence of using Video towards students' ability in writing analytical exposition text of the eleventh grade of SMA Muhammadiyah 2 Bandar Lampung in academic year of 2019/2020.

In this research, the researcher implemented quantitative research. The researcher used quasi experimental design with pre-test and post-test. The sample was taken from two classes, XI MIPA 1 and XI IPS 1 consist 35 students in each. The treatments were held 3 meetings, 2 X 45 minutes for each. The population of the research was the eleventh grade student at SMA Muhammadiyah 2 Bandar Lampung. In collecting the data, the researcher used instrument in form of writing test there were pre-test and post-test. Pre-test was conducted before the treatment and post-test was conducted after the treatment. In experimental class, the researcher used Video, whereas in control class the researcher used Textbook. The researcher analyzed the data by using SPSS Statistic 16.0 to b.

After analyzing the data used independent sample test, it was found that the result of *Sig. (P_{value})* of the equal variance assumed was 0.000. The result then was consulted to the level significance. In this case, the level of significance was 0.05 from the analysis, the score *Sig. (P_{value})* was lower than = 0.001. It means that, H_a is accepted and H_o is rejected. In order words, it could be concluded that there was influence of using video towards students ability in writing analytical exposition text of the eleventh grade of SMA Muhammadiyah 2 Bandar Lampung in the Academic Year of 2019/2020.

Key words : Video, Writing, Analytical Exposition Text, Quasi Experimental Research Design.



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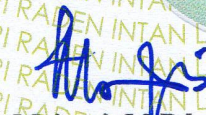
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Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other experts' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, February 2020
Declared by,



Dyah Puji Lestari
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MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ
أَبْحُرٍ مَا نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

“And I fall the trees on earth were pens and the ocean(were ink), with seven oceans behind It to add to its(supply), yet world not the words of Allah be exhausted (in the writing): for Allah is exited in power, full of wisdom” (QS. Luqman:27)¹



¹*Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok :Al-Huda Kelompok Gem Insani), Al-Qolam:1,p.1219

DEDICATION

This thesis is proudly dedicated to:

1. My beloved parents, Mr.Mistarudin and Mrs.Sutianah who always pray, support, and guide me to be success in my study and my life.
2. My little brother Deny Prayoga and my little sister Delisha Azalea Qaireen who always there and always pray for me.
3. My big family: Grandmothers, Grandfathers, Aunts, Uncles, and Cousins.
4. My beloved Almamater UIN Raden Intan Lampung which has contributed a lot for my development.
5. My beloved friends in UIN Raden Intan Lampung.
6. My beloved great family, PBI A.



CURRICULUM VITAE

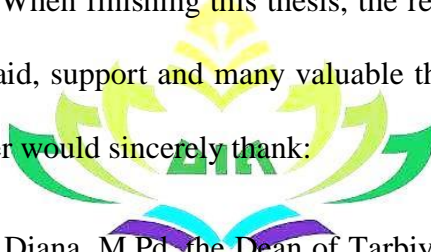
The researcher's name is Dyah Puji Lestari. Her nick name is Dyah. She was born in Sidosari Natar South Lampung on September 29th, 1997. She is the first child of Mr.Mistarudin and Mrs.Sutianah. She has one little brother whose name is Deny Prayoga.

She began her study at Elementary School of SD N 2 Sidosari Lampung Selatan and graduated in 2009. After that she continued her study in Junior High School of MTs Al-Hidayah Bandar Lampung and graduated in 2012. Then she also continued her study in Senior High School of SMA Muhammadiyah 2 Bandar Lampung and graduated in 2015. After that she continued her study at Raden Intan State Islamic University (UIN) as a student of English Study Program of Tarbiyah and Teacher Training Faculty.



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In the name of Allah, the almighty, the most beneficent and the most merciful, for blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW , as well as his family and followers. This thesis entitled “The Influence of Using Video Towards Students’ Ability in Writing Analytical Exposition Text of The Eleventh Grade of SMA Muhammadiyah 2 Bandar Lampung in The Academic Year of 2019/2020” is submitted as a compulsory fulfillment of the requirements for S1 degree Of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:



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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, February 2020
The Researcher,

Dyah Puji Lestari
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CHAPTER I INTRODUCTION

A. Background of the Study

Writing is one of the language skills that should be taught besides the other skills. Writing is a recursive process.² It meant that writing was an iterative process to get the right idea for good writing. As one of the difficult skills, students frequently had more time to think. Students could use dictionaries, grammar books, even media or translation applications to consult their ideas to produce a writing text. It meant that they needed to find the right words and sentences in their ideas that match the grammar to produce a writing text.

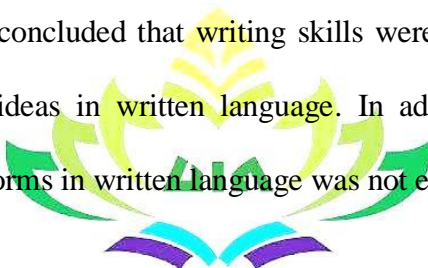
Nunan says, “ Writing is a challenging process that requires a wide range of skill. Among them are clear thinking, imagination, and the ability to organize ideas”.³ Furthermore, writing is considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the text.⁴ It meant that writing was the skill that challenging process considered as most difficult skill. In addition, to requiring a variety of skills to express writing students had to also communicate with others to exchange ideas in form writing. Besides, in writing also students had to use correct grammar because writing was used for various purposes that were produced in various forms. For example letter, book and etc. So in daily life we needed to master writing.

² Vicki Urquhart, Monnette Mclever, *Teaching Writing in the Contents Areas*, (Alexandria: ASCD, 2005), p. 6.

³ David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), p. 88.

⁴ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 3.

According to Raimes writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand.⁵ It meant that writing was a skill that really needed energy to produce good ideas, feelings, sentences and paragraphs for the author. In writing, students could represent their thoughts or opinions in the form of written language, so that students could indirectly communicate with readers. In addition, writing is an activity liked the ones listed above practice, experience, understanding what is expert, and knowing how to process will ease the discomfort and minimize the dislike.⁶ So If your word of advice and comfort included these things, you had understood why your disliked of writing would decrease as you continue this course. According to the statements, the researcher concluded that writing skills were one of the activities for students to express their ideas in written language. In addition to expressing and copying their ideas about forms in written language was not easy.



According to Sutanto, writing as a process of expressing idea our thoughts in words that should be done at our leisure. It can be very enjoyable as long as we have the ideas and the means to achieve it.⁷ It meant that writing was an enjoyable activity when they could create ideas at the right time. In addition, writing at our leisure would create perfect writing in accordance with our heart expressions and ideas. So, writing had to be in a good condition to be able to focus on writing.

⁵ Ann Raimes, *Technique In Teaching Writing*, (New York: Oxford University Press, 1983, p. 2.

⁶ Christoper Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p. 3.

⁷ Leo Sutanto, *Essay Writing*, (Yogyakarta: CV. Andi Offset, 2007), p. 1.

As stated by Richard and Renandya that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.⁸ It could be concluded that writing was one of English skills that is difficult and complicated to be learnt by the students. This difficulty happened because writing had its own characteristic, categories, and form both in the mother tongue and in a foreign language especially English Language. Besides, in writing the students had to produce and arrange their own ideas. So in writing we had to be in focus and done in our leisure time as explained in the paragraph above to produce the right writing.

However, in reality the ability of the students in writing was still low. The students still regarded writing as a difficult activity. Based on the preliminary research in SMA Muhammadiyah 2 Bandar Lampung on July 19th 2019 at the eleventh grade by the interviewing the English Teacher, Mrs. Neneng said that the students problem in learning writing were: (1) the students did mistake due to lack of vocabularies, (2) the students were lazy to write so they could not develop and express their idea to writing English, (3) there were some students who did not care about students also less motivation in learning process, they were not interested in the media used by the teacher, (6) the teacher taught using monotonous media in learning process.⁹

⁸ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An (Anthology of Current Practic*, (New York: Cambridge University Press: 2002), p. 303.

⁹ Neneng Interview to English teacher of SMA Muhammadiyah 2, on July, 19th, 2019, Unpublished.

The writer also asked the teacher about the students' English ability especially in analytical exposition text. The problem of the students were difficult in writing analytical exposition text. They were difficult to express their ideas and emotion creatively that they have in their brain. Sometimes, they were difficult to start writing because they could not organize their ideas in writing analytical exposition text well. Another problem was they lack of vocabularies because they were rare to practice in writing especially writing analytical exposition text. As Hedge point out, there were some requirements in achieving writing, including the understanding grammar, and the attention to use appropriate vocabulary choice.¹⁰ From that interview the writer got that more than 60% of students of eleventh grade did not pass the minimum score as shown on the table bellow:

Table 1
Students' Score of Analytical Exposition Text at Eleventh Grade
of SMA Muhammadiyah 2 Bandar Lampung in the Academic Year 2019/2020

No	Score	Class				Number of Students	Percentage
		XI MIPA1	XI MIPA 2	XI IPS 1	XI IPS 2		
1	≥ 70	14	13	10	8	45	32,37%
2	< 70	21	22	25	26	94	67,63%
Total		35	35	35	34	139	100%

Source: The data from English teacher of SMA Muhammadiyah 2 Bandar Lampung.¹¹

From the data on the table 1, it could be seen that from 139 students of eleventh grade of SMA Muhammadiyah 2 Bandar Lampung there were 94 students (67,63%)

¹⁰ Tricia Hedge, *Writing*, (Oxford: Oxford University Press, 1990), p. 5.

¹¹ The data *students' score analytical exposition text at the eleventh grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year 2019/2020*, (doc)

got score under 70. Because the criteria of minimum mastery (KKM) score of English subject at that school was 70. It indicated that most student still face difficulties in writing analytical exposition text. In addition, the writer also got information about the students' writing ability by doing interview with some students of eleventh grade. They said they felt lazy and less motivated to learn writing. Besides, they also said that they felt bored of the media that was used by the English teacher in teaching writing so they were not interest to learn about writing.

Based on the explanation above, the writer found that students' writing ability was still low, those problems were caused by the following aspects. The teacher was difficult to find the new way in teaching writing. The media that was used still limited; the teacher just used textbook in learning process. Textbook was a basic media in teaching learning process, the teacher only used textbook in the learning process so students felt bored and lazy in writing text. According to Jeremy Harmer the over-use textbook and thus repeatedly follow the sequence in each unit may become boring, and the routine textbook would become increasingly monotonous.¹²

The teacher was not motivated to apply the other method or used the media in learning process except conducting the activity using traditional method; giving explanation, giving task or homework using textbook. Meanwhile, the cause from the students came from lack of practices. Although they had time, most of them were not

¹² Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1991), p. 257.

motivated to do writing; they preferred to do another activity. In addition, they still did not understand writing skill well including how to organize the writing well, using the correct tense, understanding the mechanics. Also, they still lack of vocabulary. It could be seen from the repetition of words and limited number of sentences in one paragraph.

There were many solutions to overcome the problems faced by the students in improving students' writing ability. The teacher could use various teaching media. In this research, one of the media used by the researcher was video. Harmer states that video can enhance simulations, not only because it can provide feedback when students can watch themselves and evaluate their performance, but also because the presence of a video helps students feel more realistic.¹³ Tomalin states that video is an effective way of studying body language. Video is one of the tools that can help the teacher needs the materials to the students.¹⁴ Based on these theories above, teaching analytical exposition text writing by using video could throw boring and time consuming. Using video to taught analytical exposition text was effective in teaching learning process, so they became easy in understanding and studying English, the students would not feel bored, when they watched interesting videos they paid more attention to the contents of the video and developed ideas to write analytical exposition text and then the teacher could be easier to deliver the material and reach the goal of teaching English.

¹³ Jeremy Harmer, *How to Teach English*, (Edinburgh Gate: Longman, 1998), p. 290.

¹⁴ Robert Kozma, *Learning with media* (University of Michigan, 1991), p. 48.

Based on the previous research, Imroatus Naini on the title *The Influence of Using Video to Improve Students' Ability on Writing Spoof Text at Second Semester of the Eleventh Grade Students of SMAS Bahrul Ulum East Lampung in the Academic Year of 2015/2016*. In this research, the researcher used quasi experimental design. The subject of this research were two classes that consist of 49 students. In the experimental class the researcher used video, whereas in control class the researcher used textbook as media. From the data analysis, it was found that the result of t-test was t-observed 2.5 with t-critical 1.683, it meant that the score of t-observed was higher than t-critical. So, from this research it was known that video could improve the students in writing ability.¹⁵

In addition, another previous research conducted by Tanti Lestari, entitled by *The Effectiveness of Teaching Writing Using Video Towards Students' Writing ability at SMAN 1 Tulungagung in Academic year 2016/2017*. The researcher used quantitative method. The population of the research was the whole of first grade of SMAN 1 Tulungagung. The subject of this research consist of 226 students. The result of the research showed that the gain score of the experimental group was higher than that the control group. The result showed that the significant value was 0,749 it is bigger than 1,669. It was found that there is significant difference of students' score between those who were taught by using video and those who

¹⁵ Imroatus Naini, *The Influence of Using Video to Improve Students Ability on Writing Spoof Text at Second Semester of The Eleventh Grade Students of SMAS Bahrul Ulum East Lampung in the Academic Year of 2015/2016* (Thesis of UIN Raden Intan Lampung, 2017)

were not. It means that teaching writing by using video can attract student's writing ability.¹⁶

Based on those previous research, the researcher concluded that all of the previous researches showed the great result of the use Video as a media in teaching writing. The differences between the previous research and the current research, the first previous research used the video to teach writing ability in Spoof Text was conducted in SMAS Bahrul Ulum East Lampung, the second previous research used the video to teach writing and was conducted in SMAN 1 Tulungagung, and the current research using video to teach writing ability and will be conducted at SMA Muhammadiyah 2 Bandar Lampung.

Based on the background of the problem above, the researcher conducted a research entitled: "The Influence of Using Video Towards Students' Ability in Writing Analytical Exposition Text of Eleventh Grade of SMA Muhammadiyah 2 Bandar Lampung in The Academic Year 2019/2020".

B. Identification of the Problem

Based on the explanation in the background, some problem could be identified as follows:

- a. The students had lack of vocabulary.

¹⁶ Tanti Lestari, *The Effectiveness of Teaching Writing Using Video Toward Students Ability at SMAN 1 Tulungagung in Academic Year 2016/2017* (Thesis of IAIN Tulungagung, 2017)

- b. The students could not express their ideas in written form well especially in analytical exposition text.
- c. Students writing score was still low.
- d. Students boredom could be caused by lack of the use of media.
- e. The teaching strategy that was used by teacher is still less enjoyable for the students.

C. Limitation of the Problem

In this research, the writer focused on the influence of using video towards students ability in writing analytical exposition text of the eleventh grade at the first semester of SMA Muhammadiyah 2 Bandar Lampung in the academic year of 2019-2020.

D. Formulation of the Problem

In this research, the formulation of the problem was formulate as follows:

“Was there any significant the influence by using video towards students’ ability in writing analytical exposition text of the eleventh grade of SMA Muhammadiyah 2 Bandar Lampung in the Academic Year of 2019-2020?”

E. Objective of the Problem

Based on formulation of the problem, the objective of the research was to know whether there was any significant influence of using video towards students’ ability in writing analytical exposition text of the eleventh grade of SMA Muhammadiyah 2 Bandar Lampung in the Academic Year of 2019-2020.

F. Uses of the Research

This research, the writer expected that the result of this research would be:

1. Theoretically, this research is expected to find out what are the students difficulties in understanding an analytical exposition text writing ability.
2. Practically, this research is expected to find out the extent to which video influence the students in analytical exposition text writing ability.

G. Scope of the Research

1. Research Subject

The research subject was the students at the second semester of the eleventh grade of SMA Muhammadiyah 2 Bandar Lampung.

2. Research Object

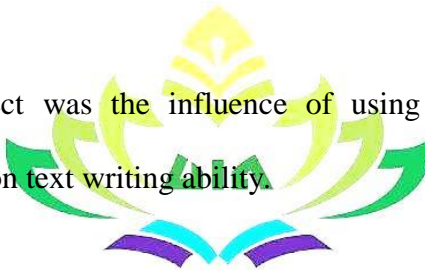
The research object was the influence of using video towards students analytical exposition text writing ability.

3. Research Place

The research had been conducted at SMA Muhammadiyah 2 Bandar Lampung.

4. Research Time

The research had been conducted at the second semester in the Academic Year of 2019-2020.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Teaching English as a Foreign Language

Teaching means to give someone knowledge or to instruct or to train someone, According to Harmer.¹⁷ Thus, by teaching or being a teacher, someone transfer knowledge, guides and coach other people in learning process.

Teaching is the process of showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, and it is causing someone understand about something that learned.¹⁸ It meant that teaching is process study to help the learners to get knowledge and understand it.

Furthermore, According to Harmer that English as a foreign language is generally taken to apply the students who are studying general English at school and institution in their own country or as transitory visitor in a target language country.¹⁹ Meanwhile, English generally has been learnt by the students since they were in the basic level of education.²⁰ It meant that English as a foreign language is important to introduce English language as a communication. The knowledge about learning

¹Jeremy Harmer, *How to Teach English* (London: Longman, 2002), p. 56.

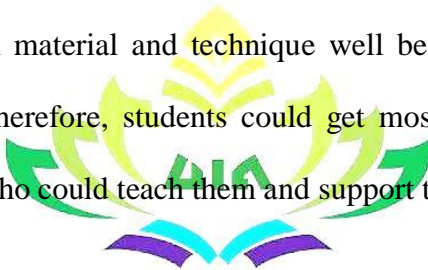
²H. Douglas Brown, *Principles of Language Learning and Teaching* (4th ed) (New York: Addison Wesley Longman, 2000), p. 7.

³Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education Limited, 2004), p. 39.

⁴ M.F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools & Techniques* (Jaipur: Sunrise Publisher & Distribution, 2008), p. 29.

English is needed to the learner as a part of communication in their school or everywhere.

From the statement, the researcher concluded that Language was one of the most important things in our life. With language we could communicate with other people. Language had many advantages in real life and it cannot be separated from the human being. On the other hand, language could make someone else know and understand what we think and mean. Because language was a primary and meaningful system communication that could express and exchange our message such as: idea, thought, feeling, knowledge and culture in interaction and communication. In teaching English as a foreign language, the teacher of English should prepare instruction material and technique well because language learning can regard as a process. Therefore, students could get most of English when they have guide or someone who could teach them and support them.



B. Concept of Writing

Writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, According to Hyland.²¹ It means that writing is a result that is got by a process to construct some aspects of writing like grammatical and writer knowledge or experience. Additionally, Harmer states that writing is activity to express and put on the ideas or thought on written form.²² As a result,

²¹ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p. 3.

²² Jeremy Harmer, *Op. Cit.* p. 4.

writing is activity where the writer can created a written from the ideas and thought of the writer themselves.

According to McKay, he says that writing is both a process and product.²³ Thus, writing as process involves the planning or pre-writing, drafting, revising or editing process that writers experience to produce a piece of writing. In this case, there are two forms of writing, for instance printed book and in electronic form (e-mail, e-book, mobile phone text, and so forth). It is determined by different purposes, audiences and context, such as letters, narratives, shared books that children produce in the classroom, illustrated sentences, and so on.

The other statement, writing is a process of communication which uses conventional; graphic system to convey a message to reader. For many of foreign language learner, writing is considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the paragraph.²⁴ It means that in writing is a process of communication through graphic system to get the ideas and writing is difficult skill because must use correct grammatical and coherence of the one paragraph.

Based on definition above, can be concluded that writing was a tool of communication, where the writing was a process to convey what the writer thought and develop the ideas through written form. In writing, the writer should considers to

²³ Penny Mckay, *Assesing Young Learners*, (Cambridge University Press, 2008), p. 245.

²⁴ Sangam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 3.

have combine the correct grammatical and also the coherence of the paragraph or the text. Then, the writer should make the writing can be understood by each other people.

C. Concept of Writing Ability

Writing is a complex process, which the students not only express ideas to be realized in a written form but also to know writing ability of students to make a writing correctly. Writing ability is the skill of a writer to communicate information to a reader or group of readers.²⁵ It means that writing ability is an individual's skill to share information with readers as written communication.

The term of writing ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed.²⁶ It is a way sharing personal meanings and it emphasizes the power of the personality to construct someone's view based on certain topic.

Yi states that writing ability as the ability to respond to a given a stimulus.²⁷ Put another way, He states that writing ability is the ability an adhere to style-guide prescriptions concerning grammar, arrangement and punctuation.²⁸ It means that writing ability is the ability of an activity to tell the ideas to the reader on writing form including grammar, punctuation, spelling, etc.

²⁵ Sanggam Siahian. *Issues in Linguistic* (Yogyakarta: Graha Ilmu, 2008), p. 22.

²⁶ Sutanto Leo, Et al, *English for Academic Purpose Essay Writing*, (Yogyakarta: ANDI, 2007), p. 149.

²⁷ Cristofer Tribble, *Writing*, (New York: Oxford University Press, 1996), p. 130.

²⁸ Jyi-yeon Yi, *Defining Writing Ability for Classroom Writing Assessment in High Scholls*, (Available <http://file.eric.ed.gov/fulltext/EJ921024.PDF>, 2009, Access on Jan, 26, at 21. 15), p. 57.

Based on definition above, the researcher concluded that writing ability was the ability to create words or idea of the writer by expressing their ideas and feeling in some modes. In writing, it needed covering right grammar, sentence construction, spelling and punctuation.

D. Concept of Teaching Writing

According to Praveen and Patel, “In the beginning the teacher must teach everything by demonstration. It is very necessary that the teacher gives students necessary practice in pattern drawing. It helps the students to write correct selling because they have reproduce the visual image that they get while reading. The teaching of print script is profitable also because it gives less strain to the muscles because effort is not to be made to join letters”.²⁹ Therefore, the teacher must give the example for the student so the student can easily to practice writing.

According to Beth, *et al* writing begins with passion for the subject, passion for the genre, passion for the ideas. Passion is the engine that drives writing. Without it, writers cannot sub stain the energy to finish. Students do not truly learn to write until they fall in love with a story, a genre, a subject, or an idea and write about it with all their heart.³⁰ Likewise, the start of writing is what we love to write such as we love a story, a genre or a subject. That can supply our energy to write.

²⁹ M. Jain. Praveen and Patel, *English Language Teaching* (Methods, Tool, Technique), (Rajur: Sunrise Publisher and Distributors, 2008), p. 126.

³⁰ Beth Lindy and Means, *Teaching Writing in Middle School (Tips, Trick and Technique)*, (Callifornia: Greenwood Publisher, 1998), p. 21.

Teaching writing covers teaching of a language ability and organization of ideas. Writing is one of language skill in communication, thinking of this we can state their combination of teacher and unique activity in writing. In other words teaching writing is different from teaching other language skill. Harmer said that such models offer abstraction of these procedures, designed to guide teaching practice.³¹

One way of helping the learners is by making writing tasks more realistic, by relating practice to a specific purpose instead of asking them to write simply for the sake of writing. We can provide in order to make writing tasks more purposeful. It is concerned with an exploration of the various techniques and procedure that we used.

Based on the statement above, the writer assumed that teaching writing was started from the easiest one so the student is easier to understand. Then the student had to know what he or she likes to write. The variety of way teaching English was important. In teaching writing English, needed more exercise in writing to be a good writer.

³¹ Jeremy Harmer, *The Practice of English Language Teaching* (Essex: Longman, 2001), p. 79.

E. Genre of Text

According to Sanggam, a text is a meaningful linguistic unit in a context. A text is both a spoken text and written text.³² It means that a text is full of meaning of morpheme, phrase, clause, sentence and discourse or a linguistic unit then text is not only in written text form but also in spoken text.

According to Djuharie, there are many kinds of texts that are descriptive, narrative, report, recount, explanation, hortatory exposition, review, spoof, anecdote, news item, analytical exposition and procedure text.³³ It means there are many texts that the students must know.

1. Descriptive Text

Pardiyono states that descriptive writing is a type of writing to describe living and non-living things to reader.³⁴ Thus, descriptive writing is a kind of writing that describe the readers about living and non-living so that the readers can imagine it.

2. Report Text

Report text is to describe the result of research, observation, or analysis. The data of research usually conclude the characteristic or condition of something.

³² Sanggam Siahaan, *Generic Text Structure* (Yogyakarta: Graha ilmu, 2008), p. 1.

³³ Otong Setiawan Djuharie, *Essay Writing* (Bandung: CV. Yrama Widya, 2009), p. 153.

³⁴ Pardiyono, *Pasti bisa, Teaching Genre Based Writing*, (Yogyakarta: CV Andi Offset, 2007), p. 33.

Report text usually found or presented in journals, diary, personal letter, or biography.

3. Procedure Text

Procedure text is any written English text in which the writer describes how something is accomplished through a sequence of action or step goal, it is a purpose of doing instruction.³⁵ Anderson and Anderson say that a procedure is a piece of text that tells how to do something.³⁶ It means procedure text is a kind of text that gives instruction on how to do something through set of steps which should be completed in the sequence to get a goal.

4. Explanation

The function of explanation text is to explain the process something, theory or culture phenomena. Explanation text also can used to describe or indicate the function of thing or equipment.

5. Narrative Text

Rebecca says a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors.³⁷

³⁵ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2007), p.81.

³⁶ Mark Anderson and Kathy Anderson, *Text Types In English*, (Australia: Macmillan, 1997), p. 1.

³⁷ J.L Rebecca, *A Critical Handbook of Children's Literature*, (Massachuset: Pearson Education Inc, 2003), p. 56.

Writing narrative is really just putting what happen to somebody on paper.³⁸ Based on several definitions narrative text is a story complication or problematic events and it tries to find the resolutions to solve the problems.

6. Recount Text

Recount is a kind of genre used to retell events for the purpose of informing or entertaining.³⁹ Thus, recount is typically tells entertain by dealing with a sequence of events that establishes a relationship between a writer/reader and speaker/listener.

7. Hortatory Exposition

The purpose of hortatory exposition text is persuade the readers or listeners that something should or should not be the case. The generic structures are:

1. Thesis, it is about stating an issue of concern.
2. Argument, it gives reason for concern.
3. Recommendation, stating what ought or ought not to happen.⁴⁰

8. Review

The social function of review text is to give a critique an art work.

The generic structure of review text as follows:

1. Orientation, background information of the text.

³⁸ Widiawati, S, *Pembelajaran dan Evaluasi Writing*, (Jakarta: Departemen Pendidikan and Kebudayaan Direktorat Jenderal Pendidikan Tinggi, 2003), p. 18.

³⁹ Hartono, Rudi, *Genres of Text*, (Semarang: Unnes, 2005), p.6.

⁴⁰ Otong Setiawan Djuharie, *Op .Cit.*, p.19.

2. Interpretative recount, concluding statment.
3. Evaluation, summary of art works including character and plot.

9. Spoof

According to Jonathan spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story. ⁴¹It can be assumed that spoof to tell an event with a humorous twist and entertain the readers.

10. Anecdote

Anecdote is such a recount text, that is report an event or experience, but in the end of the story, it has funniest case.

11. News Item



News item is a type of the text that has the main function or communicative purpose to inform readers or listeners or viewer about events of the day that are considered newsworthy or important. ⁴² Thus, news item is inform the readers, listeners of viewers about event of the day which are considered news worthy or important.

⁴¹ Jonathan, *Spoof*, available at: [http:// www.spooftext.com/2009/01/private_conversation.htm/](http://www.spooftext.com/2009/01/private_conversation.htm/). Accessed on (May 4, 2017)

⁴² Adrian Santoso, *News Item Text*, available at <https://prezi.com/m/cmoj5l5gqasr/news-item-text/>. Accessed on (May 4, 2017)

12. Analytical Exposition

Analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. To persuade the reader or listener that there is something that, certainly, needs to get attention to analyze a topic and to persuade the reader that this opinion is correct and supported by arguments.⁴³

Social function of it is to give the readers an argument or opinion from writer about the topic. The organization of it as follows:

1. Thesis, it usually includes a preview argument or opinion.
2. Arguments, it consist of a point and elaborate sequence.
3. Reiteration, testate the position more forcefully.⁴⁴

In this research, the writer focused on the Analytical Exposition. The could elaborate the writer's idea about the phenomenon surrounding. It could be said that while having text, the writer's opinion was involved. In addition, the Analytical Exposition text included in the syllabus at the second semester of the eleventh grade.

⁴³ Muhammad Abrar Zahoor, Fakhar Bilal, *Marxist Historiography: An Analytical Exposition of Major Themes and Premis*, (London: W.W. Norton Company, 1978), p. 220.

⁴⁴ *Ibid*, p. 221.

F. Concept of Analytical Exposition Text

Djuharie states that analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding.⁴⁵ It can be said that while having the text, the writer's opinion is involved. In addition, Gerot and Wignell state that the social function of analytical exposition is to persuade the reader or listener that something is the case.⁴⁶

To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order. The arrangement of the text stresses on the thesis, argument and reiteration. The other important one is make it sure that we have used grammar correctly.

1. Generic Structure of Analytical Exposition Text

Gerot and Wignel reveal that the structural of an analytical exposition text consists of thesis, arguments, and reiteration.

a. Thesis

In this part, the writer introduces the topic or main idea will be discussed. Thesis is always presented on the first paragraph of analytical exposition text.

b. Argument

⁴⁵ Otong Setiawan Djuharie, *Op.Cit*, p. 161.

⁴⁶ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler, 1994), p. 197.

In this part, the writer presents arguments or opinions to support the writer's main idea. Usually in an analytical exposition text are more than two arguments. The more arguments presented, the more the reader that the discussion of the topic is a very important one and needs to attention.

c. Reiteration

This is the last part of analytical exposition text. *Reiteration* contains restatement of the main idea on the first paragraph. It is also called as a conclusion of the whole text.⁴⁷

2. Grammatical Feature of Analytical Exposition Text

Grammatical features are the characteristics of the text. Each genre has different grammatical features. It determines what sort of the text recognized. The features are served in different ways. In short description, Gerot and Wignell state that significant grammatical features of analytical exposition text are as follows:

- a. Focus on generic human and non-human participants,
- b. Use of simple present tense,
- c. Use of relational process,
- d. Use of internal conjunction to stage argument,

⁴⁷ *Ibid*, p. 197-198.

e. Reasoning through causal conjunction or normalization.⁴⁸

Based on the statement above it can be concluded that an analytical exposition was a kind of text that highlights the writer's ideas about a certain case and aimed to persuade the readers to agree with the proposed idea.

According to explanation above, the example of analytical exposition text was as follows:

The Importance of Education	
Thesis	<p>Education is most important among all of us. Education plays a very important role in your life. For living a luxurious life of for living a better life, you should be educated.</p>
Argument	<p>Education is that which transform a person to live a better life and even in a social well being. Education is the one that doing something constructive in our near future. It helps a person to show their best by their mind and spirit. It gives you a lot of knowledge in whatever aspects.</p>
Argument	<p>Education plays a vital role in your success in the personal growth. The more you have knowledge the more you grow. Being educated and earning a professional</p>

⁴⁸ *Ibid.*, p. 198.

degree prepares you to be a part in reputed organization, companies or instructions.

Re-iteration

In today's competitive world education is the solution of any problem, it is the only education which promotes good habits, values and awareness towards anything like terrorism, corruption and much more. Education is the strength to person and education need to a person.

(Source: <https://myeducationservices.wordpress.com/2011/04/13/importance-of-education>)

Figure 1
Example of Analytical Exposition Text

G. Concept of Writing Ability in Analytical Exposition Text

According to Tribble, writing ability is one of skill in English have to be mastered. In other hand, writing is a language skill which is difficult to acquire.⁴⁹ It means writing is not easy so that the writing ability must be trained step by step. Raimes states that writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand.⁵⁰

From the explanation about writing ability is the ability to create words or idea of the writer by expressing their ideas, feeling, and thought in order to transfer a message to the readers by paying attention to the five important points of writing such as content, grammar, organization, vocabulary, and mechanics.

⁴⁹ Christopher Tribble, *Language Teaching Writing, Op.Cit.*, p. 3.

⁵⁰ Ann Raimes, *Technique in Teaching Writing, Op.Cit.*, p. 2.

Djuharie states that analytical exposition is a text elaborates the writers idea about the phenomenon surrounding.⁵¹ It can be said that while having the text, the writer's opinion is involved.

As a result, the students' writing ability in analytical exposition text is the ability in expressing ideas, feeling, and thought in a kind of text highlights ideas about a certain case and is aimed to the readers to persuade agree with the proposed ideas by paying attention to the five important points of writing such as: content, grammar, organization, vocabulary, and mechanics.

H. Concept of Video

a. Definition of Video

Video is kind of media that can be used in teaching learning process, and it shows pictures and sound recording at the same times.⁵² So with video, the students understand the material well. Video which can be used to make students learn more easily and the teacher teach easily is the main art of the learning process.

Harmer states that video can enhance simulations, not only because it can provide feedback when students can watch themselves and evaluate their performance, but also because the presence of a video helps students feel more realistic.⁵³ Based on the theory above, teaching writing by using video could throw boring and time consuming. Using video to taught english was effective in teaching

⁵¹ Otong Setiawan Djuharie, *Essay Writing, Op. Cit.*, p. 161.

⁵² Azhar Arsyad, *Media Pembelajaran*, PT. Raja Grafindo Persada, Jakarta, 2003. p. 3.

⁵³ Jeremy Harmer, *How to Teach English*, (Edinburgh Gate: Longman, 1998), p. 290.

learning process, so they became easy in understanding and studying English, the students would not feel bored, when they watched interesting videos they paid more attention to the contents of the video and developed ideas to write and then the teacher could be easier to deliver the material and reach the goal of teaching English.

Video is widely believed to have a great impact on teaching at a distance. Video is too often seen as a means of imitating traditional techniques rather than making use of its distinctive features as a medium which requires the development of particular skills on the part of the teacher before it can be used effectively.⁵⁴

In the other hand, video offers the possibility of showing still or moving pictures in black and white, or, at higher cost, in colour with or without accompanying sound.⁵⁵ Based Oxford dictionary, video is a type of magnetic tape used for recording television pictures and sound.⁵⁶

Based on some definition above, it was clear that Video was the audio-visual media featuring motion, it was good for teaching and learning process which was purpose to develop student's skills.

b. Types of Video

According to Harmer, there are three basic types of video which can readily be used in class; off air program, real-world videos, and language learning videos.

1. Off-air program

⁵⁴ Ortrun Zuber Skerriitt, *Video in Higher Education*, (New York: Nichols Publishing Company; London: Kogan Page 1984), p. 247.

⁵⁵ John McGOVERN, *Video Applications in English Language Teaching*, (British Council: Pergamon Press, 1983), . 17.

⁵⁶ *Oxford Advanced Learner's Dictionary*, (Oxford University Press, 2000)

Off-air program is recorded from a television channel. Off-air recording may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary in the classrooms. The best program is ones which can we use for a range of activities including cross-cultural awareness, teaching language, or as a motivation for students' own to be creative.

2. Real-world video

There is no reason why we and our students should not use separately published videotape material such as feature films, exercise 'manual', wildlife documentaries or comedy provided that there are no copyright restrictions for doing this. Once again we need to make our choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi-use potential. We need to judge the length of the extract in the same way too.⁵⁷ We can get the real world video in some websites. So many videos can be used to help teaching learning process. We have to choose the best video which is related to material in order to students more understand the material in the teaching learning process.

3. Language learning video

Many publisher now produce free-standing language learning videos or videos to accompany course book. This video is an individual learning, because

⁵⁷ Jeremy Harmer, *The Practice of English Language Teaching, Fourth Edition*. (Edinburgh Gate: Longman, 2007), p. 284.

without teacher's role students can learn and study by themselves to understand the materials. Language learning video can help the teacher to explain the material. The teacher can create a video by himself/herself or download from some websites.⁵⁸

Based on the variety types of video, the researcher can concluded there were so many videos can be used in teaching learning process. We had to choose the best video which was related to material in order to students more understand the material in the teaching learning process. Based on three types video above, can concluded that the researcher took the real world video because the video was taken from several websites to conducted treatment in this research.

First Video:

Global Warming

The video produced by: Neha Barjatya

Copyrights and Publishing: Rajshri Entertainment Private Limited All rights reserved.

Published: March 29th, 2019

(<https://www.youtube.com/watch?v=Y3gqoDUtmt4>)

Second Video:

Impact of Social Media

Published: February 5th, 2017

(<https://www.youtube.com/watch?v=qO2onZwxBkM>)

Third Video:

The Effect of Smoking on The Body

Lesson by: Krishna Sudhir

⁵⁸ *Ibid*, p. 284.

Directed by: TED-Ed.

Published on: September 13th, 2018

(<https://www.youtube.com/watch?v=Y18Vz51Nkos>)

Purpose of Using Video

According to Harmer for some people videotape is merely a glorified version of audiotape and the use of video in class just listening with pictures. But there are many reasons why video can add a special, extra dimension to learning experience:

1. Seeing language-in-use: one of the main advantages of video is that students do not just hear language, they see it too. This greatly aids comprehension, since for expression, gesture and other visual clues.
2. Cross-cultural awareness: video uniquely allows students to look at situations far beyond their classroom. Video is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries and what they wear.
3. The power of creation: when students use video cameras themselves they are given potential to create something memorable and enjoyable.
4. Motivation: for all of the reason so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it and when this is coupled with interesting tasks.⁵⁹

Based on the explanations above, it can be concluded that using video as a media to improve the students ability in writing has many advantages for the

⁵⁹ *Ibid*, p. 282.

students such as the students get the greatly aids comprehension by seeing language in use, the students got the experience of cross-cultural awareness, the students got the power to create something memorable and enjoyable and the students got the motivation in learning process because they had a chance to see and hear language in use which was coupled with interesting task.

c. The Advantages of Using Video

There are several opinions from the advantages of using video from many researcher. According to Ortrun Zuber Skerritt, the advantage of capture and bring reality into the classroom, an excellent substitute for classroom activity and a well make product of high quality and coherence.⁶⁰

Based on John McGovern the advantages are, it can be used in a normal classroom setting with the room fully lighted, it is quitter in operation than a film projector. There is virtually no extraneous noise, it is simple to stop, start and rewind with a fair degree of accuracy, it has a counter which enables teachers to locate a particular clip.⁶¹

Moreover, Susan Stempleski states “It presents real language, it provides an authentic look at the culture, it gives students practice in dealing with the medium, and it motivates learners”.⁶²

⁶⁰ Skerritt, *Op. Cit*, p. 196.

⁶¹ Govern, *Op. Cit*, p. 19.

⁶² Susan Stempleski, *Video in Second Language Teaching* (Cambridge: Prentice Hall International Group, 1990), p. 9.

Based on these advantages, teaching writing using video is one of the ways or techniques that is mastering writing. By using video the students will be interested in expressing their idea.

d. The Disadvantages of Using Video

There are disadvantages according to Harmer:

- a.** The nothing new syndrome: We have to provide activities that are unique learning experiences and do not just replicate home television viewing. Students bore easily, when they watch viewing which have been before.
- b.** Poor quality tapes and disks: We have to be sure that students can see and hear the video. If all students cannot watch and hear clearly, they will get difficult to catch the information on video.
- c.** Stop and start: Some students become frustrated when teacher constantly stop and start the video, only showing little at a time.
- d.** The Length of Extracts: Some people think that more than one two or three minutes of video sends students to sleep. It can be happen when theme of video is unfamiliar with them. They will get difficult to express their opinion based on video in their writing.
- e.** Finger and thumbs: Students can be irritated by teachers who cannot find what they want or get back to where they have just been on the tape or disk. Teacher themselves become frustrated when the machine does not work the way they want it

to. The answer is we have to be familiar with the system which we are using in the class.⁶³

So as a teacher of the English subject, we have to choose the best video which are related to materials in order that students more easy to understand the materials when the teaching learning process in the class. However, it can be concluded that as a teacher, we have to know the ways in solving some disadvantages of using video in teaching analytical exposition text.

f. Concept of Flipped Classroom Strategy

The millennial generation is considered unique and sophisticated in using technology such as computer, laptop, mobile phone, and internet. They do not use this technology as a tools, but rather as integral parts of their lives.⁶⁴ It mean that use of technology, characteristic and learning styles of this generation makes lecturing classroom was not longer effective.

From this classroom teaching problem towards the millennial students, Bergmann and Sams tried the model of classroom to solve their problems. At the beginning they still used lecturing model in teaching students (math and sciences subject) in remote area which typically millennial students. He recorded the video of explanation and students could watch the video for learning at home.

The next day, students do homework and exercises in the classroom with assisted by the teacher. According to Bregmann and Sams, the initial concept of this

⁶³ Jeremy Harmer, *The Practice of English Language Teaching, Fourth Edition*. (Edinburgh Gate: Longman, 2007), p. 283.

⁶⁴ Stephen R. Merrit, "Generation Y: A Perspective on America's Next Generation and Their Impact on Higher Education", *The Serials Librarian*, Vol. 2, 2008, p. 46.

model which is homework traditionally done at home inverts to be done in the classroom, then it is called as The Flipped Classroom Model.⁶⁵

Furthermore, Overmyer stated the flipped classroom model is the whole classroom or homework paradigm is flipped through infusing the technology, thus, the interaction in the classroom could be maximized.⁶⁶ It rearranges how time is spent both in and out class to shift the learning that should be learned. Moreover, the flipped classroom inverts teaching methods, delivering instruction online outside of class and moving homework into the classroom.⁶⁷ It is a form of blended learning where learners were asked to view short e-learning at home or on their own time, and prepared them for the next meeting which will be discussed in group.

DeLozier and Rhodes defined the flipped classroom as the teaching practice of teachers occurs by assigning lectures outside of class and devoting class time to a variety of learning activities. In this practice, students are responsible for reviewing all prepared materials. In this model teachers prepare lessons through videos or any multimedia that the students can view at homes or in any other places by using their tablets or smart phones before attending the class, while the time of lecture is advocated for exercises, activities, practices and helping solve home assignments.⁶⁸

⁶⁵ Jonathan Bregmann and Aaron Sams, *Flip Your Classroom: Reach Every Student in Every Class Every Day*, (Washington, DC: International Society for Technology in Education, 2012),p 13.

⁶⁶ Jerry Overmyer, *Flipped Classroom 101*, *Principle Magazine Online*, 2012, p. 46.

⁶⁷ Flipped Learning, *What is Flipped Learning*, Retrieved from http://flippedlearning.org/wpcontent/uploads/2016/07/FLIP_handout_FNL_Web.pdf

⁶⁸ Shereen A. Elian, "The Effect of Using Flipped Classroom Strategy on The Academic Achievement of Fourth Grade Students in Jordan" Vol. 13, No. 2. 2018, Hal 111.

According to the definition above the flipped classroom could be concluded as the blending method between the conventional classroom and modern classroom. But the part of traditional method was instructions which was purposed to point the activity should did in class. Then the learners learning by themselves outside the class then perform it individually or cooperatively in class. The function of the teacher was change from the stage to side. It mean the teacher did not gave a full material to the learners, but they would be a facilitator for all learners who got a difficult in the material had been learned.

g. Procedures teaching writing by using Video

There are several way to teach procedure text by using video, in this research the researcher was used flipped classroom strategy to applied the video. According to Fatemah Soltanpour and Muhammad Reza Valizadeh there are some steps in Flipped Classroom:⁶⁹



Week 1,

Session 1:

After administering the pre test, the teacher-researcher explained the instructional technique which would be used during the class. Then, the students received DVD, carrying two instructional Power Point files and an instructional video. The Power Point files were about ‘Sections of the Essay and ‘Selecting and Presenting Ideas’. The video taught how to outline an essay. The students were required to watch and study the materials at home before coming to class.

⁶⁹ Fatemah Soltanpour and Muhammadreza Valizadeh, *A Flipped Writing Classroom Effects on EFL Learners' Essay*, *Advances in Language and Literary Students*, Vol 9 Issue 1, February 28, 2018..

Session 2:

The students lectured on what they learned from the Power Point files and video, they explained the points, negotiate the issues, and asked their peers or teacher their question to clarify any misunderstanding or vague points. Then they received the second video holding an instruction on how to write an essay. Like the previous assignments, the students were required to watch and study the information in the video at home before coming to class.

Session 3:

For about 20 minutes, the students could ask either the teacher or the peers their questions. Then, the teacher gave the learners a new topic of the same type and asked them to work in pairs and write an essay collaboratively. The allotted time for this activity was 40 minutes. Because the purpose of this activity was not testing the students' writing skill, rather it was done in order for them practice, they could refer to their writing or grammar books for more information or resolving their problems. They could even ask their peers in other groups their questions. Then the final 30 minutes of the class was spent providing teacher oral feedback on the written essays.

Week 2,

Session 4:

The same procedure as Session 3 of Week 1 was applied.

Session 5:

The post test was implemented.

Beside that, another procedures of flipped classroom strategy to applied the video in teaching writing consists of the following steps:

- a. By using youtube, teacher gave a video of case study and set of guiding question related to the video had to be answered by learners the night before the class.
- b. Students were given the first part of the case study to work on apply what they learned in the previous night's video.
- c. After they complete the first part of the case study, a second part of video was shown in class to spur discussion.
- d. This step was continued until the part of video was over.⁷⁰

Based on these procedures above, the researcher concluded that procedure of teaching writing by using video are as follows:

a. Introduction

1. The teacher explained about the detail of analytical exposition text to the students.
2. The teacher introduced flipped classroom strategy to increased writing skill to the students.

b. Learning Material Phase

1. The teacher gave a case study video to discussed before the class.

c. Process Phase

1. The students watched the video more or less than 7 minutes.

⁷⁰ Clyde Freeman Herreid and Nancy A. Schiller, "Case Studies and the Flipped Classroom", *Journal of College Science Teaching* 42, no. 5 (2013): 62.

2. The students were divided into group discussions consist 5-6 students and discussed the homework and applied what they had learned in the previous night's video.
3. Then the teacher check their understanding of the main idea of the video.

d. Evaluation Phase

1. The teacher asks students to make their own analytical exposition text based on the video they have watched.
2. Teacher and students focused on specific elements of writing and discussed together whether appropriate language features such as spelling, grammar, and punctuation have been used to link ideas.
3. The teacher evaluated per meeting about student work, and evaluated student improvement through post-test writing analytical exposition text.

Based on the statement above it can be concluded that teaching by using video and flipped classroom strategy were matches to be implemented in teaching writing.

I. Concept of Textbook

a. Definition of Textbook

There are many kinds of media that can be used in the process of learning and textbook is a basic media in teaching and learning process. According to Richards, textbooks are used in different ways in language programs, for example, a speaking

text might provide passage for students to read and discuss.⁷¹ It means that we can use textbooks in many ways which skill that our need to increase.

Besides Onasanya states that, the print media are some of the oldest media in education. This category of media are useful for informational or motivational purposes. They are used to convey verbal information through print. They form the most widely used media in education and they include textbooks, periodicals encyclopedia, newspapers, magazines, file record minutes, and so on.⁷²

Based on the definition above, textbook was the print media that could give motivation students to get many information in teaching and learning process, also this media include of oldest media in education.

b. The Advantages and Disadvantages of Using Textbook

1. The Advantages of Using Textbook

According to Richards, there are some advantages of using textbook as media in the classroom.

1. Textbooks can save teachers time.
2. Textbooks can provide support for teachers whose first language is not English.
3. Textbooks may serve primarily to supplement the teachers' instruction.⁷³

⁷¹ Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Press Syndicate of the University of Cambridge, 2001), p. 254.

⁷² Onasanya, S.A, *Selection and Utilization of Instructional Media for Effective Practice Teaching* (Institute Journal of Studies in Education Vol. 2 No. 1 June 2004, ISSN 0795-2199), p. 128.

⁷³ Jack C. Richards, *Op. Cit*, p. 255.

From the statements above, it means that textbook is the basic media for learn, it can make easily for teacher to explain and understand the material for the learners. Textbook can also support the teacher and the students in teaching and learning process because it matches the needs of that situation perfectly.

2. The Disadvantages of Using Textbook

According to Richards, there are also some disadvantages of using textbook as media in the classroom:

1. They sometimes present inauthentic language.
2. Textbooks often present and idealized view of the world or fail represent real issue.
3. Textbooks may not reflect students' need.⁷⁴

Based on the statement above, it means that textbook must be appropriate to the context, the language should be clear and based on the level of students as well as in accordance with the needs of the students to understand the material. Students need other media that can makes them interest to learn in the classroom because information of textbooks is not current and relevant, students only see one perspective on a concept or issue.

c. Concept of Guided Writing Technique

Guided writing is the process where teachers develop and guide students' writing through discussion, join text construction and evaluating of their independent

⁷⁴ *Ibid*

writing.⁷⁵ It mean that guided writing involved teachers working with a group of learners on a writing task.

Tyner states that guided writing as an instructional writing context chiefly teaching the writing process through modelling, support, and practice.⁷⁶ Based on theory above guided writing was activities help students learnt to write by providing them with a partially completed draft or some other form assistance.

Besides, Dunigan states that guided writing is a step by step recipe for writing that includes planning, writing, editing, revising, and publishing.⁷⁷ Seeing some explanation above through guided writing, students are supported during the different stages of the writing process.

From some theories above, the writer concluded guided writing can be fully exploited by providing learners with the language they need to completed the task together with the teacher and through guided writing, students were supported during the different stages of the writing process.

d. Procedure teaching writing by Using Textbook

In this procedure the teacher was taught by using Guided Writing Technique to applied the textbook.

⁷⁵ Parsons and Sharon, *Bookwise 4 Teacher's Guide*, (Cheltenham: Nelso ThornesLtd, 2001), p. 12.

⁷⁶ Tyner B. *Beginning reading instruction and the small group differentiated reading model. In Small-Group Reading Instruction (pp. 1-16)*, (Newark, DE: International Reading Association, 2004)

⁷⁷ Dunigan, Jima. *Classroom Authoring Guided Writing*. (Teachers Created Resources, 2008), p. 13.

Dunigan states several steps of guided writing technique:

1. Planning: the students identify, collect and organize the ideas.
2. Packaging: the teacher guides the students in a write-along as they follow the plan to write their first draft.
3. Popping: using the established rubric, the teacher and individual student conference on paragraphs. Popping ideas and words in, out, or around.
4. Polishing: the students polish their writing project, with assistance as needed to compose a final draft.
5. Publishing: the students shared their completed work.⁷⁸

In additionally there are the other procedures of Guided Writing to teach Using Textbook:

1. Effective teaching of writing begins with assessment and identification of the learning needs of the class.
2. Using this information and other relevant information, the teacher then groups the children with similar needs.
3. The number of groups in any one class will vary but it must be manageable.
4. The number of children in any group will also vary, usually six to eight children form a manageable group.
5. The group should be flexible to enable each child to achieve success.⁷⁹

⁷⁸ *Ibid*, p. 14..

⁷⁹ Primary National Strategy, 2007. *Improving Writing with a Focus on Guided Writing*, p. 12. Available at https://c—apps-suffolklearning-cms-bl_3-7-2012-115249_lit_write_imp_book.

Based on the two procedures above, the researcher concludes that the procedure of Guided Writing Technique using Textbook are as follows:

1. The teacher explains about analytical exposition text based on textbook used,
2. After explaining about analytical exposition, the teacher explained about guided writing.
3. Then the teacher explains and gives the example of making analytical exposition text by using guided writing based on their textbook class.
4. The teacher asks the students to make analytical exposition text.
5. The teacher guides the students in gathering ideas to make analytical exposition text based on textbook.
6. The teacher asks the students to collect the analytical exposition text they have made.
7. The teacher and the students check the result together.
8. The teacher gives feedback to the students.



J. Frame of Thinking

Learning activities of English, especially in writing, often appears monotonous and boring because the teacher uses conventional media, methods, approaches or techniques. Writing as one of important skill in English as the others skill such as listening, speaking and reading. From those skills, writing is the most difficult one, because the students feel that writing is difficult to study. In

this case, the students have to express their ideas as much as they can. So the students do not interest in learning English especially writing.

In the process of writing analytical exposition text, the students of senior high school still face the difficulties. It is important for the teachers to facilitate them with an interesting media and strategy in order to encourage them in learning English especially writing. Based on theories used in the research, the writer assumes that video will help students' writing ability. This media are to find the main ideas so that the students will easy to develop their writing ability because the main ideas is the important media to do writing activity. The teacher will be helped in teaching writing. The writer hope that the students will improve their writing ability in analytical exposition text.

Based on the explanation above, the researcher through that Video was effective towards students' writing ability of analytical exposition text.

K. Hypothesis

Based on problem, theories and frame of thinking which were discussed, the hypothesis of the research formulated as follows:

Ha: There was a significant influence of using video towards students' writing ability in analytical exposition text at the first semester of the eleventh grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year of 2019/2020.

Ho: There was no a significant influence of using video towards students' writing ability in analytical exposition text at the first semester of the eleventh grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year of 2019/2020.



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